



EPSB

**Education Professional
Standards Board**

2011-2010
Annual Report



EDUCATION PROFESSIONAL STANDARDS BOARD

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Phillip S. Rogers
Executive Director

It is with great pleasure that I present to Kentucky's Education Professional Standards Board (EPSB) its 2010-2011 report. This report chronicles the progress made on the board's goals from July 1, 2010, through June 30, 2011. Certainly, this report in many ways appears like previous reports, as it should, since it reflects the ongoing responsibilities of the EPSB. In other ways, however, the report documents significant changes and successful implementation of important board policy.

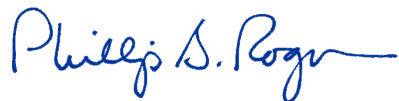
Key points:

- All master's degree programs approved before May 31, 2008, were closed on December 31, 2010.
- The EPSB has approved new Teacher Leader master's degree programs at 16 Kentucky institutions. Each program focuses on specific ways to close achievement gaps among K-12 students.
- Seven redesigned student-centered principal preparation programs were approved by the EPSB.
- The EPSB appointed the Program Accreditation and Review Committee (PARC), which has begun to develop suggestions for redesigning the accreditation process for educator preparation programs.
- The P-20 Data Collaborative University/College Work Group meets on a monthly basis for the purpose of supporting a link between the institutions preparing educators and the new and expanding P20 Data Collaborative.
- Our annual count of teachers revealed that 42,708 teachers (88 fewer than last year) are teaching in Kentucky's public schools.
- In an effort to improve both efficiency and quality, Kentucky negotiated with the Educational Testing Service (ETS) to maintain and administer the Kentucky Specialty Test of Instructional and Administrative Practices (KYPT).
- EPSB staff members continue to collaborate with ETS and several other states to develop a test for elementary education teachers that will provide separate cut scores for math, science, social studies, and language arts.
- The EPSB implemented its first online application for certification through a pilot program with Fayette and Jefferson Counties for the TC-4 (emergency substitute) certificate.
- Emergency certificate numbers declined again during this past year, from 462 in 2009-10 to 265 for 2010-11. This represents the seventh consecutive year the number of emergency certificates has declined.
- The number of teachers using an alternative pathway to certification declined from 1,679 last year to 1,549 this year. This represents the fifth consecutive year the number of teachers using an alternative pathway to certification has declined.
- The Kentucky General Assembly passed legislation for Option 8, which will allow the Teach For America organization to begin work preparing teachers for those eastern Kentucky districts that have contracted with TFA. As of July 31, 2011, TFA officials reported that 19 new teachers are employed in three eastern Kentucky districts for the 2010-11 school year.

- The EPSB reviewed 299 disciplinary cases during 2010. The EPSB dismissed 50 cases (17%), voted to hear 126 cases (42%), and deferred 60 cases (20%) for training or more information. The EPSB voted to admonish 63 educators (21%).
- As of June 30, 2011, 185 pending cases have been referred by the EPSB to a hearing. This reflects about a 10% reduction in pending cases from the previous year.
- 267 applications were presented to the EPSB in 2010 for character and fitness review. The EPSB approved 249 of those applications, denied 10 applications, and deferred 8.
- In 2010, the EPSB revoked 45 certificates and suspended 81.
- The Kentucky Teacher Internship Program (KTIP) has been updated to improve the performance tasks of the Teacher Performance Assessment (TPA). These changes ensure that interns are aware of and using the applicable Kentucky Core Academic Standards as mandated in Senate Bill 1 (SB1).
- Due to helpful budget language provided by the General Assembly, the EPSB was able to reduce the number of out-of-class hours required by KTIP mentors. The savings resulted in the denial of admission to KTIP to only 12 interns compared to 272 who were denied last year due to budget constraints.
- Overall, the EPSB has reduced operating costs from FY2008 by 34%. The total EPSB operating cost for 2008 was \$422,950; for FY2011 our total was \$278,168. The operating costs include building rent, maintenance and repairs, postage, miscellaneous services, telecommunications, supplies, commodities, and travel.
- Printing and mailing costs were reduced significantly:
 - 7,220 notifications of certificates have been sent via email, resulting in savings with printing costs.
 - 11,620 speed messages have been sent via email rather than by USPS, resulting in a savings of \$5,113 in mailing costs alone.
 - Electronic versions of the agenda book and educator misconduct docket have been developed to significantly reduce the agency's printing cost. As of the August 2011 regular meeting of the EPSB, the printing cost for the board agenda books and misconduct docket has been reduced from nearly \$1,000 per meeting to less than \$240.

I hope you have time to take a closer look at the full version of the 2010-2011 EPSB annual report. I believe you will agree that at no time in the history of the EPSB have we been more efficient and effective in meeting our goals. For me, after nearly 12 years in the service of the EPSB, I remain impressed not only by the vision and quality of our board members and staff, but also what we accomplish as we collaborate with our many education partners across the state – it truly is a case in which the whole is greater than the sum of its parts.

Respectively Submitted,



Phillip S. Rogers, Ed.D.
Executive Director

Progress Report on

EPSB Goals and Strategies

July 1, 2010 - June 30, 2011

Vision Statement

Every public school teacher and administrator in Kentucky is an accomplished professional committed to helping all children become productive members of a global society.

Mission Statement

The Education Professional Standards Board, in full collaboration and cooperation with its education partners, promotes high levels of student achievement by establishing and enforcing rigorous professional standards for preparation, certification, and responsible and ethical behavior of all professional educators in Kentucky.

Goal 1:

Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Strategy 1.1. Maintain regular and rigorous reviews of all program quality indicators.

1.1.1. Approved Teacher Leader Master's Programs as of July 2011:

- Asbury University
- Bellarmine University
- Brescia University
- Campbellsville University
- Eastern Kentucky University
- Georgetown College
- Morehead State University
- Murray State University
- Northern Kentucky University
- Spalding University
- University of Louisville
- Western Kentucky University
- Union College
- University of the Cumberlands
- Lindsey Wilson College
- University of Kentucky (Educational Leadership only)

1.1.2. Approved Principal Redesign programs as of July 2011:

- Asbury University (new program approved January 2010)
- Bellarmine University (redesigned program approved March 2011)
- Morehead State University (redesigned program approved May 2011)
- Murray State University (redesigned program approved January 2011)
- Northern Kentucky University (redesigned program approved May 2011)
- Spalding University (redesigned program approved May 2010)
- Western Kentucky University (redesigned program approved January 2011)

1.1.3. Accreditation visits fall 2010:

- Eastern Kentucky University
- University of the Cumberlands

1.1.4. Accreditation visits spring 2011:

- Western Kentucky University
- Northern Kentucky University
- Boyce College (Stage Two of Developmental Process)
- Jefferson County Public Schools/ACES

1.1.5. Accreditation decisions 2010-2011:

- Centre College
- Union College

1.1.6. Program Activity in 2010-2011

Institution	Program	Action	Date
Alice Lloyd College	Earth Science	Ended	February 2011
Asbury University	School Social Work	Approved	August 2010
Bellarmine University	MAE	Closed	December 2010
	Principal Redesign	Approved	March 2011
Berea College	Family & Consumer Sciences, IECE	Closed	February 2011
	French, German, Spanish, Integrated Music	Ended	February 2011
	All programs (15)	Review prior to visit	Visit – February 2012
Brescia University	MS in Curriculum & Instruction	Closed	December 2010
	Teacher Leader	Approved	January 2011
	ESL Endorsement	Pending – Under Review	
Boyce College	Continuous Assessment Plan	Reviewed as part of developmental process	March 2011
Campbellsville University	MAE	Closed	December 2010
	Teacher Leader	Approved	September 2010
	Spanish	Pending – Under Review	
Eastern Kentucky University	MAE & 5 th Year non-degree	Closed	December 2010
	School Safety Endorsement	Approved	August 2010
	ICT Endorsement	Ended	September 2010
	Teacher Leader	Approved	January 2011
Georgetown College	MAE	Closed	December 2010
Kentucky Christian University	Integrated Music	Ended	February 2011
	Math 8-12	Approved	March 2011
	All programs (4)	Review prior to visit	Visit – Spring 2012
	Continuous Assessment Plan	Review prior to visit	Visit – Spring 2012

Institution	Program	Action	Date
University of Kentucky	MAE & 5 th Year non-degree	Closed	December 2010
	Chinese (Option 7)	Approved as Pilot	May 2010
	Chinese MAT, Japanese MAT	Approved	March 2011
	Dance	Ended	May 2010
University of the Cumberlands	MAE	Closed	December 2010
	Teacher Leader	Approved	May 2011
Western Kentucky University	MAE & 5 th Year non-degree	Closed	December 2010
	Rank I in Secondary Ed	Ended	January 2011
	School Guidance 5-12, School Guidance K-8	Ended	January 2011
	Principal Redesign	Approved	January 2011
	School Nurse	Ended	February 2011
	Chinese	Approved	March 2011
	Elementary Math Specialist	Pending – Under Review	

Strategy 1.2. Document and publish information on the quality of each preparation program.

1.2.1. The Accreditation Audit Committee completed biennial reviews for fifteen (15) institutions:

- Alice Lloyd College
- Bellarmine University
- Berea College
- Brescia University
- Campbellsville University
- Georgetown College
- Kentucky Christian University
- Kentucky State University
- Kentucky Wesleyan College
- Midway College
- Morehead State University
- Murray State University
- Pikeville College
- University of Kentucky
- University of Louisville

1.2.2. Program approval recommendations were reviewed by the appropriate committees:

- Teacher Leader proposals – Master’s Review Committee
- Principal Redesign proposals – Principal Review Committee
- Base, restricted base, and endorsement program proposals – Content Area Program Review Committee and Reading Committee
- Conceptual Framework and Continuous Assessment Plan – Continuous Assessment Review Committee and Reading Committee

1.2.3. Accreditation recommendations were presented to the EPSB from the Accreditation Audit Committee:

- August 2010 – Centre College and Union College
- Completed procedures to present Eastern Kentucky University, University of the Cumberlands, JCPS, and Boyce College (Developmental Process) recommendations to the EPSB in August 2011.

- 1.2.4. The Kentucky Educator Preparation Program (KEPP) Report Card was updated for all institutions during the spring 2011 semester following submission of Annual Reports and includes current contact and accreditation information.
- 1.2.5. Institutions participating in the NCATE accreditation pilots 2011-2012 include:
- Berea College
 - Morehead State University
 - Spalding University
- 1.2.6. Institutions seeking first NCATE accreditation:
- Thomas More College – Spring 2012
 - Lindsey Wilson College – Fall 2012

Strategy 1.3. Provide technical assistance to support program improvement.

- 1.3.1. Technical assistance was provided to institutions of higher education (IHE) regarding Teacher Leader Master's program submissions.
- 1.3.2. Technical assistance was provided to IHEs regarding the principal program redesign.
- 1.3.3. Technical assistance on accreditation and program approval was provided to all institutions that requested support. Much of that support is provided via telephone calls and e-mails. Campus visits and EPSB office visits were made for six institutions: Morehead State, Boyce, Thomas More, Midway, Lindsey Wilson, and JCPS.
- 1.3.4. Technical assistance was provided to institutions requesting assistance with Continuous Assessment Plans based on CARC review feedback.
- 1.3.5. Technical assistance was provided to IHEs regarding the online Cooperating Teacher Program computer application.
- 1.3.6. Interpretation and implementation of state regulations related to student teacher placement in the Cooperating Teacher Program were provided by EPSB staff.
- 1.3.7. Guidance was provided to IHE personnel to ensure that each Kentucky student teacher is placed with a qualified supervising teacher through the Cooperating Teacher Program.
- 1.3.8. Assistance was provided to cooperating teachers seeking tuition waivers for their service as cooperating teachers.
- 1.3.9. Technical assistance was provided with admission and exit data reports.
- 1.3.10. Assistance was provided to IHEs regarding the Higher Education Opportunity Act Title II report.
- 1.3.11. The Division of Educator Preparation (DEP) staff arranged to have representatives from WESTAT and ETS at the KACTE spring conference to discuss changes to Title II reporting.
- 1.3.12. Staff provided assistance related to IHEs, K-12 teachers, and others via e-mails and phone calls.
- 1.3.13. Staff provided assistance related to P-20 Data Collaborative University/College Work Group Members.
- 1.3.14. Staff provided guidance and assistance to IHEs regarding Senate Bill 1 requirements.

Strategy 1.4. Utilize research to inform program improvements.

- 1.4.1. EPSB staff participated in webinars on the NCATE redesign, Common Core Standards, and Title II updates.
- 1.4.2. In communication with IHEs, EPSB staff received feedback on program submission requirements and submission processes.
- 1.4.3. EPSB staff began active collaboration with KDE, CPE, and outside experts to develop metrics for evaluating program effectiveness at both the initial and advanced levels.
- 1.4.4. EPSB staff began active collaboration with KDE, CPE, and outside experts to evaluate the impact of educator preparation on teachers' preparedness to teach writing.
- 1.4.5. EPSB staff began active collaboration with KDE, CPE, and Kentucky's teacher preparation programs to communicate and plan SB 1 training and information sessions.
- 1.4.6. EPSB staff participated in webinars on the P-20 Data Collaborative, Quality Counts, Common Core Standards, and Senate Bill 1 updates.

Strategy 1.5. Review programs to ensure focus on student learning.

- 1.5.1. The EPSB-appointed committee to review teacher leader master's degree programs convened each month August to November 2010 and January to May 2011, reviewing a total of 25 program proposals.
- 1.5.2. The EPSB appointed the Program and Review Accreditation Committee (PARC) to begin evaluating the program review process and program components, and staff scheduled initial meetings for participants.
- 1.5.3. The EPSB-appointed committee to review the redesigned principal program submissions was convened to ensure that all components are present and focused on instructional leadership. The committee has met four times since October 2010 and reviewed 6 program proposals.

Strategy 1.6. Maintain a focus on continuous improvement of all preparation programs.

- 1.6.1. NCATE/State and State-only visit protocols are being reviewed to accommodate the new NCATE accreditation and program approval redesign options.
- 1.6.2. Staff members actively monitor NCATE's process of merging with the Teacher Education Accreditation Council to form the Council for the Accreditation of Educator Preparation.
- 1.6.3. The DEP director presented an update on the division's activities to participants in the KACTE spring conference.

Strategy 1.7. Provide accurate and reliable data to support decision making.

- 1.7.1. The DEP collects data and presents to the EPSB the annual Cooperating Teacher Data Report.
- 1.7.2. Annual HEOA Title II Report data are collected and presented to the EPSB.
- 1.7.3. The DEP continues to work with EPSB technology staff to improve the functionality and utility of the Cooperating Teacher System.
- 1.7.4. Institutional and program information is updated regularly on the EPSB website.

- 1.7.5. The P-20 Data Collaborative University/College Work Group Project Specialist communicates with Deans and Chairs of the teacher preparation programs on a monthly basis for the purpose of supporting a link between the institutions preparing educators and the P-20 Data Collaborative.
- 1.7.6. EPSB Staff participates in the KACTE K-ITEP work group which considers approaches to making the best of use of the P-20 Data Repository.

Goal 2:

Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Strategy 2.1. Document every assignment of educators in Kentucky public schools.

- 2.1.1 Uncertified teachers or those teaching out of their appropriate areas are identified in the Local Educator Assignment Data (LEAD) report, conducted by EPSB staff each fall and spring. Overall, the percentage of teachers who are clearing the report has increased from 99.90% in fall 2006 to our most recent report, fall 2010, where 99.93% of teachers cleared. To put this into actual numbers, of the 41,845 teachers audited in the fall 2010 report, only 37 kicked out due to a problem with certification for all or (usually) part of their teaching schedule. Of those 37 “kick outs,” though, 14 were vacant teaching positions at the time of reporting. All of these problems were rectified after KDE contacted districts concerning them, and no SEEK funding was withheld during the 2010-11 school year due to LEAD errors.
- 2.1.2. Discrepancies between educator credentials and the educator’s job classification dropped from over 950 when first checked in fall 2005 to under ten unresolved issues in fall 2010. The MUNIS information, received from KDE annually in the fall, is used by EPSB staff to examine non-teaching positions. Because EPSB staff has suggested corrective action during each LEAD report, it is anticipated that districts will maintain a high compliance rate during the 2011-12 school year. Many of these problems stem from the misuse of MUNIS job class categories compared to certifications held, and they can be resolved upon discovery; however, EPSB staff has found major problems over the years, which have been forwarded to the Office of Education Accountability for investigation.
- 2.1.3. Teacher and Principal Count

School Year	Teachers	Principals and Assistant Principals	Ratio of All Principals to All Teachers
2001-2002	39,894	1,982	20:1
2002-2003	42,852	1,997	21:1
2003-2004	42,935	2,017	21:1
2004-2005	42,325	2,035	21:1
2005-2006	44,790	2,079	22:1
2006-2007	44,789	2,118	21:1
2007-2008	44,608	2,124	21:1
2008-2009	43,620	2,146	20:1
2009-2010	42,796	2,168	20:1
2010-2011	42,708	2,181	20:1

2.1.4. Total Applications Processed by the Division of Certification

School Year	Total
2005-2006	27,369
2006-2007	25,879
2007-2008	24,958
2008-2009	24,448
2009-2010	24,865
2010-2011	25,678

Strategy 2.2. Document the highly qualified status of all Kentucky teachers as required under NCLB.

- 2.2.1. The Highly Qualified Teacher (HQT) Report as required by the No Child Left Behind Act (NCLB) was completed in the spring of 2011. Based upon data entry by the local school districts, Kentucky has 99.4% of its teachers who meet highly qualified status in core academic areas as defined by NCLB, an all-time high number. This figure is compared to a 98.3% HQ rate reported for 2009-10. This increase may be attributed to the way in which teachers of students with moderate and severe disabilities (MSD) must be reported to the federal government. During the December 2009 federal audit of Kentucky's HQT data, the audit team found that the state was not reporting the HQ status of MSD teachers in compliance with federal requirements. Therefore, immediate action was taken by EPSB staff to ensure that the Spring 2010 reflected HQT to comply with federal interpretation. This action resulted in a renewed effort statewide to examine the HQ status of these teachers, and the data in Spring 2011 reflect these positive changes. The complete state-wide HQ teacher report is available by grade range and poverty at <http://www.epsb.ky.gov/Reports/hqreports.asp>.

Strategy 2.3. Monitor the validity and reliability of teacher and administrator assessments.

- 2.3.1. The Educational Testing Service (ETS) developed new tests in *French, German, Spanish, and Business Education*. The EPSB adopted passing scores for each test based on the recommendation of a multi-state standard setting study. The particular passing scores will become effective September 1, 2011.
- 2.3.2. Effective September 1, 2011, the Board will require individuals seeking the Reading Specialist endorsement to pass *Teaching Reading* (0204). The test will also be used to deem teachers currently certified but not highly qualified by federal guidelines to teach reading as a Highly Qualified teacher.
- 2.3.3. In March 2010, the EPSB hosted a review of the *Reading Specialist* (0300) test to determine whether the test might be suitable for the new Literacy Specialist endorsement. In July 2010, the EPSB hosted a state-specific standard setting study (SSS) to set a passing score for the test. This passing score will be used for the Literacy Specialist endorsement as well as Highly Qualified status for teaching reading. A recommended passing score of 520 based upon the Kentucky-specific SSS will become effective September 1, 2011.
- 2.3.4. In an effort to reduce the number of assessments special education teachers must take, ETS developed *Special Education: Core Knowledge and Applications* (0354), *Special Education: Core Knowledge and Mild to Moderate Applications* (0543), and *Special Education: Core Knowledge and Severe to Profound Applications* (0545) tests. Kentucky teachers and teacher educators participated in a multi-state SSS. The current assessments will remain; however, the new tests will be optional from September 1, 2011 through August 31, 2012 to allow time for institutions to update their programs in preparation for the new assessments.
- 2.3.5. In an effort to improve efficiency as well as the administration and maintenance of the assessment, EPSB staff collaborated with ETS to transfer the Kentucky Specialty Test of Instructional and Administrative Practices (KYPT) to ETS. With no increase in the cost to candidates, ETS has agreed to update and augment content as well as develop two new test forms, a Test at a Glance document (outline and sample questions), and a study guide. Beginning in September of 2011, the KYPT will initially be paper-based; however, it will soon be administered by computer. The test will be available for registration in August 2011 with the first administration held in September 2011.

- 2.3.6. Kentucky and other states continue to work with ETS to design a new elementary education content assessment. This test provides individual cut scores in reading, mathematics, science, and social studies. This test is being developed in response to state interest in ensuring that elementary candidates have sufficient content knowledge, especially in mathematics. If necessary, candidates will be able to retake only the portions of the assessment for which they were unsuccessful.

Strategy 2.4. Document and publish the results of all assessments required of new teachers and new administrators.

- 2.4.1. Number of People taking Praxis I: Pre-Professional Skills Test (PPST) Tests

School Year	Number of People in Kentucky who took a Praxis I test	Number of People outside of Kentucky who sent their Praxis I scores to Kentucky	Number of Praxis I tests administered in Kentucky
2002-2003	1464	155	3924
2003-2004	1392	133	3972
2004-2005	1402	102	3917
2005-2006	1141	86	3401
2006-2007	1020	77	2678
2007-2008	1111	73	3045
2008-2009	912	98	2603
2009-2010	992	70	2936

- 2.4.2. Number of People taking Praxis II Tests

School Year	Number of Praxis II test takers who took the test in Kentucky	Number of People outside of Kentucky who sent their Praxis II scores to Kentucky	Number of Praxis II tests administered in Kentucky
2002-2003	5374	710	11272
2003-2004	5627	626	11843
2004-2005	6134	683	13130
2005-2006	6212	561	12905
2006-2007	5894	592	11980
2007-2008	5879	808	12100
2008-2009	6013	965	11948
2009-2010	6470	958	12811

2.4.3. Number of School Leader Licensure Assessment (SLLA) Tests

School Year	Number of SLLA test takers who took the test in Kentucky	Number of SLLA test takers who took the test outside of Kentucky but requested scores be sent to Kentucky	Number of SLLA tests administered in Kentucky
2002-2003	374	21	374
2003-2004	397	25	397
2004-2005	412	41	412
2005-2006	364	34	364
2006-2007	293	16	295
2007-2008	390	57	398
2008-2009	377	30	378
2009-2010	708	222	708

2.4.4. Number of Kentucky Principal Tests (KYPT)

School Year	Number taking KYPT
2002-2003	458
2003-2004	461
2004-2005	486
2005-2006	382
2006-2007	321
2008-2009	398
2009-2010	531

- 2.4.5. Pass rates on specific assessments may be found at the Kentucky Educator Preparation Report Card (KEPP) website. The results may be viewed for a specific preparation program or overall statewide. The URL for the KEPP Report Card is: <https://wd.kyepsb.net/EPSB.WebApps/KEPPReportCard/Public>.

Strategy 2.5. Maintain a focus on continuous improvement of all traditional and alternative route certification procedures and processes.

- 2.5.1. The Division of Certification continued to refine processing during 2010-11. All communication with applicants, formerly done via USPS mail, is now being done via e-mail, which has speeded processing time and saved the agency in printing and postal costs. During the 2010-11 school year, the division moved all “speed message” communications to e-mail, saving \$5,113 in postage costs (not including printing costs). The division also began sending e-mails to applicants as soon as their certificates are processed, replacing the hard-copy letters accompanying the paper certificates and providing an immediate communication with the applicant when processing is complete (thus reducing telephone calls about application status.)

- 2.5.2. The leadership approach in the Division of Certification is based on ongoing communication with those who do the work on a daily basis. This has led to a regular dialogue between certification staff and the director to maximize the deployment of interim summer staff to eliminate “choke points” during the busy season and streamline the certification process. Staff has had direct input, which has also allowed for the quick implementation of the electronic messages (cited in 2.5.1 above). Despite the loss of one certification consultant, the staff has maintained a quick turnaround on the processing of certificates. This reduced turnaround time has not diminished the rapid response to phone and e-mail inquiries.
- 2.5.3. The work of the Certification Task Force (CTF) (during 2008-09) has continued to prove beneficial this past year. The EPSB had a first reading in May 2011 for a new world language teacher preparation regulation which would allow state IHEs to propose programs for the certification of native speakers of world languages. The final recommendation from the CTF to be implemented, this initiative should result in a new pool of teachers for districts in the shortage areas of new and emerging world languages.
- 2.5.4. Although the agency still wants to move toward a more web-based system, funding cuts have resulted in the loss of programmers to develop these applications. However, the division did begin its first pilot program for on-line certification this year for TC-4 applications (Emergency Substitute Certificate). The new system is being piloted during the summer of 2011 in Jefferson and Fayette counties, and it is due to be expanded state-wide upon successful implementation there. The EPSB’s return to issuance of emergency substitute certificates will ensure that all such teachers undergo the nationwide background check via the EPSB/NASDTEC Clearinghouse, and it will allow the EPSB to more closely examine any character and fitness issues reported by the candidates before they enter the classroom.
- 2.5.5. The TC-HQ option was modified in the spring of 2010 to provide local school districts with new routes to assist them in responding to their changing personnel needs with a high-quality teaching workforce. The change provides increased flexibility for fully certified Kentucky teachers to obtain a new certification area without additional course work. This option is governed by [Section 5 of 16 KAR 2:010](#).
- 2.5.6. Experienced Teachers Gaining Additional Certification Through TC-HQ

Subject Area	Number Certified
Biology	13
Chemistry	17
Earth Science	6
English	12
French	2
German	1
Health	5
Mathematics 8-12	14
Middle Grades English	58
Middle Grades Mathematics	72
Middle Grades Science	44
Middle Grades Social Studies	58
Physical Education	1
Physics 8-12	6
Social Studies 8-12	14

Strategy 2.6. Provide accurate and reliable data to support decision making.

- 2.6.1. The certification data system (Web E03) system has been enhanced to allow the Division of Certification director to view reports on the number of certificate transactions occurring daily. This is especially useful during the busy season to make changes in how we utilize personnel in responding to other inquiries. A new feature has been added to the EPSB website to allow interested parties to generate reports concerning the different types of alternative and emergency certificates issued during the year.

- 2.6.2. Plans are underway during the summer of 2011 to upgrade the EPSB telephone system to allow data collection and provide more flexibility in routing calls.
- 2.6.3. The purchase of the Zoomerang software has been very helpful in providing timely data to the Board of a more anecdotal nature (and at low cost), e.g., information on the experiences of alternatively certified teachers. Most recently, this software is being used to survey all EPSB partners to gather feedback on the staff's interaction and service to clients.
- 2.6.4. Besides the array of data the agency can gather internally, the certification division director has continued to expand trainings with constituent groups to gather information relative to the division's services as well as possible needs of districts. These efforts include meeting with and/or presenting to human resources directors, university personnel, and other district personnel formally on at least 15 occasions per year.
- 2.6.5. The certification division director conducted a two-hour program (Top 10 Pitfalls of Certification) for interested groups of human resources managers to inform and interact with them regarding the changes in certification regulations. Over 200 people participated in this voluntary training program during 2010-2011.
- 2.6.6. Emergency certificate numbers declined again during this past year, from 462 in 2009-2010 to 265 for 2010-2011. This represents the seventh consecutive year the number of emergency certificates has declined. Many of these emergency-certified teachers do hold other types of full Kentucky teaching certifications or statements of eligibility in other teaching areas. This indicates that many of these emergency certifications are being requested to cover a partial schedule or one class only, and the teacher is fully trained (and often experienced) in pedagogy.
- 2.6.7. The 2010-2011 school year represents the last year that a teacher will be allowed a second emergency certificate during a career, due to regulatory amendments passed by the EPSB.
- 2.6.8. The number of probationary certificates rose from 160 in 2009-2010 to 202 in 2010-2011. This increase reflects the emphasis of the EPSB to eliminate emergency certificates as districts seek the probationary route, which ensures that the teacher is enrolled in a teacher preparation program for the new certification.
- 2.6.9. Emergency and Probationary Certificates (Five-Year Count)

School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Emergency	832	583	482	462	265
Probationary	302	258	189	160	202

- 2.6.10. Similar to the decline in emergency certificate numbers, the 2010-2011 year reflected a decrease in the number of Kentucky teachers using an alternative route to acquire certification. This is likely attributed to the overall hiring of fewer new teachers during the year across the state and the easing of shortages for LBD special education teachers.
- 2.6.11. Alternative Routes to Certification (Five-Year Count)

Description	06-07	07-08	08-09	09-10	10-11
Option 1 - Exceptional Work Experience	41	17	17	23	23
Option 2 - Local District Training	22	21	22	23	16
Option 3 - College Faculty	29	42	35	32	34
Option 4 - Adjunct Instructor	78	91	74	63	54
Option 5 - Veteran of the Armed Forces	30	38	35	18	11
Option 6 - University Based	1933	1876	1652	1517	1409
Option 7 - University Institute	6	14	9	3	2
Grand Totals by School Year	2139	2099	1844	1679	1549

- 2.6.12. The Kentucky General Assembly passed legislation for Option 8, which will allow the Teach For America (TFA) organization to begin work preparing teachers for those eastern Kentucky districts that have contracted with TFA. As of July 31, 2011, TFA officials reported that 19 new teachers are employed in three eastern Kentucky districts for the 2010-11 school year, with the possibility of a total of 30 being employed, having completed the TFA summer preparation program for Kentucky.

Goal 3:

Every credentialed educator exemplifies behaviors that maintain the dignity and integrity of the profession by adhering to established law and EPSB Code of Ethics.

Strategy 3.1. Promote awareness of the EPSB Code of Ethics.

- 3.1.1 The Code of Ethics is included in the program guidelines and is included in the review of all preparation programs.
- 3.1.2. The Code of Ethics will be part of the accreditation process for fall 2011 and spring 2012.
- 3.1.3. An electronic copy of the Professional Code of Ethics brochure is posted on the EPSB website and copies are mailed to any school districts and institutions of higher learning that request them to ensure that each teacher has access to a copy of the code.
- 3.1.4. In the fall of 2009, Zenaida Smith's Advanced Spanish class translated into Spanish the Professional Code of Ethics and the procedures for filing a complaint. The translations are maintained on the EPSB's website for Spanish-speaking parents.
- 3.1.5. The Division of Legal Services continues to provide ethics seminars for student teachers and practicing teachers at school districts, colleges, and universities throughout the state. Seminars took place at the following locations during the 2010-2011 school year:
- Alice Lloyd College – Two visits
 - Asbury University – Two visits
 - Barren County Schools
 - Boone County Schools
 - Brescia College
 - Campbellsville University – Two visits
 - Centre College
 - Eastern Kentucky University – Two visits
 - Future Educators of America Conference
 - Jefferson County Teachers Association
 - Kentucky Association of Colleges of Teacher Education
 - Kentucky Association of School Administrators Law and Education Symposium
 - Kentucky Christian College
 - Kentucky State University
 - Kentucky Wesleyan University
 - Laurel County Public Schools
 - Morehead State University – Three visits
 - Murray State University – Two visits
 - Pikeville College
 - Spaulding University
 - Thomas More College
 - Trigg County Schools
 - Union College – Two visits
 - University of the Cumberlands – Three visits
 - University of Louisville – Two visits
 - Western Kentucky University – Four visits

Strategy 3.2. Maintain an accurate data base of misconduct and character and fitness cases.

- 3.2.1. The EPSB Division of Legal Services continues to utilize and refine the Legal Case Tracking System (LCTS) that went active in 2007. Developed by the EPSB technology branch, the LCTS replaced the existing Micro-soft Access data system which had been in use since January of 2000. The LCTS system is designed to aid in increasing the overall efficiency of Legal Services, as well as to collect data to better advise the Board on issues relating to teacher misconduct.
- 3.2.2. In May of 2011, the Division of Certification, the Division of Legal Services, and the Information Systems Branch began the TC-4 online pilot project with Jefferson County Public Schools and Fayette County Public Schools. This project requires all emergency substitutes used in the district to apply for certification online through the EPSB. This allows school districts and the EPSB to review applicants for emergency substitute certification against past disciplinary cases and the NASDTEC clearing house. In addition, the pilot project will ensure that the EPSB has a record of all certified employees in the participating districts. After piloting the online certification system during the 2011-2012 school year, staff will begin the regulatory changes necessary to mandate the system for use in all 174 school districts.
- 3.2.3. Staff continues to perfect the LCTS system.

Strategy 3.3. Present in a timely manner all cases for review to the EPSB.

- 3.3.1. The Division of Legal Services received 745 complaints involving allegations of teacher misconduct during 2010. A disciplinary case is opened against a teacher when a complaint contains credible allegations that the educator violated either the Professional Code of Ethics for Certified Personnel or KRS 161.120. Pursuant to that standard, 278 disciplinary cases were initiated in calendar year 2010.
- 3.3.2. As of June 30, 2011, 347 disciplinary complaints have been received and 144 disciplinary cases have been opened for the current calendar year.
- 3.3.3. In 2010, 281 character and fitness cases were opened for the EPSB's review. As of June 30, 2011, 98 character and fitness cases have been opened for the current calendar year.
- 3.3.4. The EPSB reviewed 299 disciplinary cases during 2010. The EPSB dismissed 50 cases (17%), voted to hear 126 cases (42%), and deferred 60 cases (20%) for training or more information. The EPSB voted to admonish 63 educators (21%).
- 3.3.5. As of June 30, 2011, there are 185 pending cases referred by the EPSB to a hearing. This reflects about a 10% reduction in pending cases from the previous year.
- 3.3.6. 267 applications were presented to the EPSB in 2010 for character and fitness review. The EPSB approved 249 of those applications, denied 10 applications, and deferred 8.
- 3.3.7. In 2010, the EPSB revoked 45 certificates and suspended 81. 206 agreed orders were presented to the Board, 205 cases were accepted, and one agreed order was deferred by the Board for more information. The EPSB issued 12 final orders: one order dismissing a KTIP appeal; one order issuing an admonishment; one order denying reissuance of a certificate until the successful completion of a mental health assessment; one order suspending the certificate for twenty days and requiring training; one order suspending the certificate for one year; one order suspending the certificate for two years and requiring training; and six orders permanently revoking the certificate.

Strategy 3.4. Maintain a focus on continuous improvement of all hearing procedures.

- 3.4.1. In August of 2010, the Education Professional Standards Board (EPSB) received training on the dynamics of sexual misconduct of professionals as required by KRS 161.028(1)(h).
- 3.4.2. In March of 2011, the EPSB vice-chairperson attended training for hearing officers sponsored by the Office of the Attorney General. In June, the EPSB chairperson and two (2) new board members along with two (2) of the EPSB attorneys attended a day-long training on administrative hearings sponsored by the Office of the Attorney General.

- 3.4.3. In May of 2011, two (2) of the EPSB attorneys attended administrative hearing training sponsored by the Kentucky Association of Administrative Attorneys (KAAA). In June of 2011, four (4) of the EPSB attorneys attended the Education Law & Policy Symposium. In addition to these trainings, attorneys have also attended various law and education continuing education seminars in order to become better versed in the state and federal laws governing education.
- 3.4.4. The full-time staff of the Division of Legal Services constantly reviews internal procedures to ensure that all educators are treated fairly during the disciplinary process. Staff attends training regarding the administrative hearing process on an annual basis when fiscally permissible.

Strategy 3.5. Provide accurate and reliable data to support decision making.

- 3.5.1. The EPSB Kentucky Educator Certification Inquiry (KECI) allows the public to view the suspension or revocation status of an educator's certificate. To access KECI: <https://wd.kyepsb.net/EPSB.WebApps/KECI>.
- 3.5.2. KECI also permits administrators responsible for personnel within each district to view whether a disciplinary case is currently pending against an educator.
- 3.5.3. In compliance with the EPSB's August 2004 policy change, individuals whose certificates are revoked or suspended continue to submit their certificates to the EPSB. Any certificate subsequently issued to anyone whose certificate was previously revoked or suspended now includes "Revoked" or "Suspended" and the relevant timeframe on the face of the certificate. This assists district authorities in making well-informed hiring decisions.

Goal 4:

Every credentialed educator participates in a high quality induction into the profession and approved educational advancement programs that support effectiveness in helping all students achieve.

Strategy 4.1. Develop and utilize reliable measures of teacher effectiveness and student achievement that may be used in evaluation of induction and professional advancement activities.

- 4.1.1. The Kentucky Teacher Internship Program (KTIP) has been updated to improve the performance tasks of the Teacher Performance Assessment (TPA). These changes ensure that interns are aware of and using the applicable Kentucky Core Academic Standards as mandated in SB1.
- 4.1.2. In addition to SB1 compliance, examples of completed tasks using the standards have been created. Additional resources that align with state initiatives focusing on assessment for learning are now available.

Strategy 4.2. Ensure that every new teacher and principal has a high quality induction experience while demonstrating knowledge and skills that support student learning.

- 4.2.1. The online Kentucky Teacher Internship Program (KTIP) homework assignment required as a prerequisite to the face-to-face KTIP committee training continues to be a part of the training process. The homework consists of several assessments used to indicate the candidates' understanding of the KTIP process and governing regulations. The KTIP face-to-face session is designed with performance events that beginning teacher committee participants must complete to demonstrate their understanding of the task and their ability to mentor the intern to successful completion.
- 4.2.2. The EPSB has collaborated with universities to provide additional training for the Interdisciplinary Early Childhood Education (IECE) at the EPSB office, allowing districts to assign committee members to IECE committees earlier.
- 4.2.3. To ensure that candidates were able to participate in KTIP, the Office of Career and Technical Education of KDE provided \$170,000 to cover costs related to teacher educators and resource teachers who mentor interns in the areas of career and technical education.

- 4.2.4. KRS 161.030 mandates that resource teachers spend 50 out-of-class hours in consultation with the interns. However, the 2010-2012 budget bill provided notwithstanding language that allowed the EPSB to reduce the number of out-of-class hours to 40, thus providing additional funds to increase the number of interns in KTIP. Previously, due to budget constraints, spring interns were not approved for the internship program unless districts volunteered to cover the costs. In spring 2011, the reduction of the out-of-class hours allowed for spring internships. The following table represents the number of interns for the last five years.

4.2.5. Five-Year KTIP Interns Count

Number of KTIP Interns					
Year	Fall Only	Full-Year	Spring Only	Total	Full-Year Equivalent
2006-2007	434	2347	448	3229	2788
2007-2008	411	2289	356	3056	2673
2008-2009	345	2244	16	2605	2424
2009-2010	32	2399	17	2448	2423.5
2010-2011	26	2437	331	2794	2615.5

- 4.2.6. Due to budget constraints, several interns were denied entry into the internship program. Regulatory changes allowed interns who were hired after the Oct 15 date and who did not have the required minimum 140 instructional days for an internship to receive Provisional Internship Certificates in the fall, thereby classifying them as highly qualified.

4.2.7. Three-Year KTIP Interns Denied Due to Budget

Denied Admission to KTIP Due to Budget				
Year	Fall	Spring	Total	Yet to complete KTIP
2008-2009	51	157	208	16
2009-2010	83	189	272	37
2010-2011	0	12	12	12

NOTE: Those identified as not completing KTIP have priority on placement when they apply.

4.2.8. Five-Year Unsuccessful and Resigned Interns Count

Year	Unsuccessful	Resignations	Total	% of Total
2006-2007	34	69	103	3%
2007-2008	18	58	76	2%
2008-2009	22	39	61	2%
2009-2010	18	50	68	3%
2010-2011	12	46	58	2%
Five-Year Total	104	262	366	3%

Strategy 4.3. Ensure that high quality mentoring and support services are provided for teachers seeking National Board for Professional Teaching Standards certification.

- 4.3.1. Kentucky has 2,155 teachers who hold National Board Certification.
- 4.3.2. On February 28, 2011, the EPSB held a recognition ceremony at the Capitol with recognition on both floors of the Legislature for newly NBPTS certified teachers.
- 4.3.3. Kentucky ranked sixth nationally in the number of new National Board Certified Teachers (NBCTs) this year and ranks 12th in the total number of NBCTs over time.
- 4.3.4. During FY 2011 the EPSB contracted with 14 NBPTS candidate support providers.
- 4.3.5. Five-year Results on Successful NBPTS Candidates

National Board Candidates & Certified Teachers		
Year	Number of Kentucky National Board Candidates	Number of Kentucky Teachers Receiving NBPTS Certification
2005-2006	477	221
2006-2007	488	250
2007-2008	438	230
2008-2009	493	227
2009-2010	585	316
Total	2,481	1,244

Strategy 4.4. Ensure that the Continuing Education Option for rank change program maintains appropriate rigor while demonstrating advanced knowledge and skills that support student learning.

- 4.4.1. The Continuing Education Option (CEO) has 46 new candidates currently enrolled in the revised program. The EPSB has four (4) sponsor agreements with education agencies that contract for coaching services for candidates.
- 4.4.2. During the 2008-2009 school year, the CEO program was suspended pending revisions to align it with the more rigorous standards set for the new Teacher Leader Master's degree programs. The final submission window for the candidates who enrolled in the spring of 2008 just prior to the program's suspension is January 15, 2013.

4.4.3. CEO Completion Numbers

Year Completed	Total
1999-2000	30
2000-2001	104
2001-2002	49
2002-2003	59
2003-2004	24
2004-2005	41
2005-2006	22
2006-2007	50
2007-2008	117
2008-2009	103
2009-2010	64
2010-2011	32
2011-2012	1
Total	696

Goal 5

The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations and established federal, state, and agency policies.

Strategy 5.1. Maintain a qualified and diverse EPSB workforce.

- 5.1.1 The EPSB converted two contract lawyer positions into full-time Staff Attorney II positions. Although EPSB carried 3 unfunded vacant positions forward from the previous year, the agency was able to pay for these positions with restricted funds.
- 5.1.2 At the end of FY 2011, there will be two vacant positions in EPSB's approved employee cap, one that carried over from the previous year, and one from a resignation of an Education Program Consultant I in the Professional Learning and Assessment Division that was effective May 31, 2011. The Education Program Consultant I position will be filled as quickly as possible. Currently, there are no plans to fill the other vacant positions until available funds can be identified.
- 5.1.3 The agency currently employs 33 full-time, 1 federally funded time limited (FFTL), and 4 interim state employees. EPSB uses the services of 3 full-time and 6 part-time contract staff. Of the 38 state employees, there are 12 males and 26 females. Currently, 16% of the EPSB state employees are minorities.

Strategy 5.2. Ensure that all personnel are experiencing life-long learning and professional experiences that support their professional growth.

5.2.1. Staff attended:

- Superintendent Review Committee
- KACTE Fall Conference
- Prichard Committee Conference
- SB1 and KTIP Alignment Committee
- Principal and Teacher Effectiveness Committees
- Education Leadership Development Collaborative (ELDC)
- State Consortium of Educator Effectiveness (SCEE) Webinars
- Appalachia Regional Comprehensive Center (AARC)
- SCEE National Summit on Educator Effectiveness
- ETS Client Conference
- Title II, Teaching Effectiveness Conference
- KACTE Conference
- NASDTEC national conference
- Monthly meetings of all eight education cooperatives
- Special Education Directors meeting
- Online training on the new CPE Senate Bill 1 modules
- Infinite Campus Annual Conference
- TELL Kentucky Working Conditions Survey Steering Committee
- Governor's Transforming Education in Kentucky Task Force
- Educational Testing Service's Teacher Leader Exploratory Committee
- Sir Michael Barber's U.S. Education Delivery Institute
- The Executive Director served on three out-of-state NCATE Board of Examiners teams
- Online training on the new ETS Data manager system
- AACTE Annual Conference
- NCATE Regional Conference
- International Reading Association Annual Conference
- NCATE State Partnership Clinic
- Co-Teaching Train-the-Trainer Workshop
- Gifted and Talented Advisory Committee meetings
- Committee on Math Achievement meetings
- Adobe Photoshop (Advanced) Software Training
- Adobe Dreamweaver (Advanced) Website Software Training
- Kentucky Legislative Review Training
- Next Generation Learning Conference
- Kentucky Association of Government Communicators
- Adobe Illustrator Software Training

5.2.2. Presentations were made by various EPSB staff members at the following:

- KACTE spring and fall conferences
- Kentucky Association of School Administrators Annual Institute
- Kentucky Public Procurement Association Conference
- Kentucky Association of School Human Resource Managers Annual Conference
- Human Resources Directors Annual Update Presentation (four locations/sessions)
- New Teacher Fairs in Lexington, Bowling Green, and Shelbyville
- NASDTEC National Conference
- Council of Postsecondary Education
- Prichard Committee
- Asbury University screening of the film *Waiting for Superman*
- Western Kentucky University Doctoral Symposium
- Eastern Kentucky University's Diversity Conference
- Institutions of Higher Education Consortium
- National Institute of Government Purchasing Conference

5.2.3. Staff served in the following national or state organizations:

- Director of Certification serves as an Executive Board Member of the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Executive Director is a national member of the NCATE Board of Examiners
- Executive Director is Vice-Chair of the National Independent Educator Standards Board Association (NIESBA)
- Deputy Executive Director serves as Treasurer of the Kentucky Public Procurement Association

Strategy 5.3. *Seek full funding for all EPSB operations, personnel, and programs through an approved biennium budget request.*

- 5.3.1. In the FY 2011 enacted budget passed by the General Assembly, EPSB's funding was reduced by 3.5% below FY 2010. That reduction amounted to \$261,300. None of the EPSB additional funding requests were approved by the General Assembly.
- 5.3.2. In addition to the General Assembly's reductions, the Governor's Office required another 1.5% budget reduction, or \$115,000, that was implemented July 1, 2010.
- 5.3.3. Another budget balancing measure required all state employees to take 6 furlough days during FY 2011. This reduced the agency budget further by \$50,600.
- 5.3.4. \$170,000 was granted to EPSB for KTIP in FY 2011 by the Department of Career and Technical Education.
- 5.3.5. \$180,000 in federal funds was granted to EPSB by the Kentucky Department of Education for the development of the P-20 Data System. Funding for this project will continue at various levels until March 31, 2012.
- 5.3.6. Teachers participating in the NBPTS certification process received \$525,000 in federal subsidies to support the cost of NBPTS certification.

Strategy 5.4. Provide semiannual budget reports to the EPSB

- 5.4.1. A semiannual report on operating results was presented to the EPSB at the August 2010 and the January 2011 meetings, detailing the expenditures of each division and program.

Strategy 5.5. Maintain facilities, equipment, and agency technology that support efficient and productive agency operations.

- 5.5.1. Technology enhancements include:

- Purchased new certificate scanner for the Division of Certification
- Purchased web cameras to facilitate on-line meetings
- Developing the Teacher Preparation Dashboard
- Expanded reporting functions of the certification processing data system
- Purchased & implemented Office 2007
- Purchased & implemented Vision 2010
- Piloted an online TC-4 application with Fayette & Jefferson County
- Purchased and upgraded the agency SQL server to 2008
- Purchased and implemented System Center Configurations Manager
- Redesigned the LEAD application (other applications will be modified as time permits)
- Implemented the EPSB data warehouse (data are synchronized nightly)
- Removed the public website and placed it on a separate server in the agency DMZ
- Embedded Admission and Exit data into the main certification data processing system
- Data Requests: Processed over 70 outside data requests from January to June 1. This doesn't include those requested internally by staff to resolve data issues or produce reports. The EPSB receives over 300 data requests per year.

- 5.5.2. Significant cost cutting measures:

- Reduced printing and mailing costs significantly:
 - 7,220 notifications of certificates have been sent via e-mail, resulting in savings with printing costs.
 - 11,620 speed messages have been sent via e-mail rather than by USPS, resulting in a savings of \$5,113 in mailing costs alone.
 - Developed an electronic agenda book and educator misconduct docket that will reduce significantly the agency's printing cost. As of the August 2011 meeting of the EPSB, the printing cost for the board agenda books and misconduct docket has been reduced from nearly \$1,000 per meeting to less than \$240.
- Upgrading to a new shared phone system with the Commonwealth Office of Technology, which will significantly reduce the agency monthly cost of leasing phone lines
- Renegotiated agency annual hardware support agreement and reduced our cost by 85%
- Renegotiated agency annual FileNet support agreement and reduced our cost by 50%
- Purchased Microsoft Live for the agency to conduct online meetings, which should further reduce traveling costs

- 5.5.3. Overall, the EPSB has reduced operating costs from FY 2008 by 34%. The total of EPSB operating costs for 2008 was \$422,950, and for FY 2011 our total was \$278,168. The operating costs include areas such as building rent, maintenance and repairs, postage, miscellaneous services, telecommunications, supplies, commodities, travel, and miscellaneous commodities.

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